



1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours Philosophy (Joint)		V502-2000H

2. Academic Session:

2018-19

3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

4. Credits:

480

5. Entrance Requirements:

Please refer to the current undergraduate prospectus at: <http://www.gla.ac.uk/prospectuses/undergraduate/>

6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

7. Attendance Type:

Both Full Time and Part Time

8. Programme Aims:

Philosophers seek to answer fundamental questions that arise in ordinary life and in studying other disciplines. Some typical philosophical issues concern:

- Are morals simply matters of personal opinion?
- Is it rational to believe in God?
- Is the mind just a machine?

¹ This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk/

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

Underlying these are more general issues about knowledge (*Epistemology*), about the nature of the reality (*Metaphysics*), about the ultimate basis of rational conduct (*Ethics*) and about the soundness of arguments (*Logic*).

We aim to introduce you to the study of these issues and to encourage you to think about them for yourself, in a rigorous and systematic way. In doing so you will draw on the work of great philosophers of the past and of leading modern philosophers. Particularly at the more advanced levels teaching is research led and is designed to familiarise students with state of the art thinking on the key issues in philosophy.

This programme aims to:

- initiate students into the practice of philosophy, by introducing them to central aspects of its history and contemporary development.
- equip the student to inquire fruitfully into the characteristic and distinctive questions of philosophy (for example those concerning truth, existence, the nature and scope of knowledge, the relationship between mind and body, and the nature of morality) and into other questions typical of philosophy's interaction with other areas (for example the existence of God, and the legitimacy of political authority).
- promote understanding of the distinctive nature of philosophical questions and philosophical enquiry, and an appreciation of the diversity of its methods.
- help students to develop characteristically philosophical skills of analysis, argument, interpretation of texts, precision of thought and expression, questioning of assumptions, etc.; and to develop other intellectual skills common to all study in the humanities. These skills are readily transferable to other occupations and situations.
- help students to develop valuable personal attributes particularly associated with philosophy and others fostered by University study in general. These attributes are readily transferable to other occupations and situations.

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

Knowledge and Understanding

By the end of this programme, students will be able to:

- state and critically assess the central doctrines of many of the major philosophers and of some other philosophers in the history of philosophy, and grasp how the concepts they employ might differ from our own
- explain and evaluate the major arguments, positions, and criticisms thereof, which have developed in the present day, in central areas of philosophy and in other areas of their choice
- be able to identify and articulate what differentiates philosophical questions and methods from other kinds of argument and method
- engage critically with central questions and positions in some of the core areas of philosophy such as metaphysics, epistemology, ethics and logic
- manifest a strong acquaintance with some of philosophy's connections with other areas of human inquiry and endeavour through such fields as political philosophy and the philosophy of art.

Skills and Other Attributes

By the end of this programme, students will be able to:

Subject-specific/practical skills

- identify and clarify conceptual relationships
- identify and question assumptions and preconceptions, including their own
- interpret, evaluate and criticize philosophical writings, both classic and modern
- construct sound arguments for or against a position and evaluate opposing arguments
- identify how philosophy relates to new and unexpected issues
- subject philosophical methods, including standard ones, to critical scrutiny in order to assess their

justification

Intellectual skills

- understand complex material, oral or written
- express complex arguments accurately and succinctly
- use sources of information of all kinds
- analyze, develop and remember material
- understand what kinds of argument and consideration are relevant to different kinds of issue
- recall relevant material and bringing it to bear on appropriate occasions

Transferable/key skills

- digest complex oral presentations
- reading carefully and assimilate complex material
- formulate relevant questions succinctly and accurately
- use libraries and electronic study resources effectively
- interpret and critically reflect on oral and written sources, employing powers of imagination as well as analysis
- develop clear, concise and cogent arguments, analyses, criticisms and expositions.

10. Typical Learning and Teaching Approaches:

Teaching and learning methods include:

- Students' reading: of classic and contemporary philosophical texts, of recommended textbooks (especially for Levels 1 and 2), of recommended or prescribed journal articles (especially at Honours level), of reading matter they find themselves (especially when working on dissertations or oral presentations) including internet material
- Lectures presenting a structured account of the 'bones' of a topic, historical or contemporary
- Group seminars at Levels 1 and 2, for discussion and help with difficulties
- Seminars at Honours level. In Junior Honours courses (see structure of programme, below) there are small seminar groups and students may be expected to prepare papers to read and discuss in the group. In Senior Honours courses there are larger seminar groups, normally with student papers and discussion.
- Essays are set in each course; students acquire knowledge and understanding from research for, and feedback on, these.
- Honours students learn from research on dissertation topics (including bibliographical research) and feedback from their dissertation supervisor on outlines and drafts.
- Listening to lectures, and reading for themselves, both give students practice in all skills involved in understanding oral and written material.
- Lecturers and writers give examples of good practice: in argument, use of analogy, criticism, communication, etc.
- Tutorial and seminar discussion gives practice in argument and in criticising one's own and others' assumptions
- Essay and dissertation writing gives practice in constructing arguments, criticising others' arguments, handling philosophical terminology, written expression
- Tutorial and seminar discussion, oral presentations, give practice in constructing arguments, criticism of others' arguments, handling philosophical terminology, oral expression
- Preparing for presentations and dissertations fosters skills in using sources of information of all kinds
- Choosing dissertation topics, and discussing possibilities for them with staff and friends, fosters an imaginative approach to what philosophy can do and also a realisation of what constitutes a philosophical approach to a topic
- Preparing for class and degree examinations develops skill in analysing and remembering material.

11. Typical Assessment Methods:

Summative assessment is carefully positioned in the context of each course with regard to the development of core knowledge and skills. Assessment is delivered through:

- Essays
- Examinations
- Dissertations
- Seminar papers
- Seminar quizzes

12. Programme Structure and Features:

Structure

A typical **Joint Honours** curriculum in Philosophy will be constructed as follows:

Year	Courses	Credits	Possible Exit Points
1	Philosophy 1A	20	Certificate of Higher Education (120 credits)
	Philosophy 1B	20	
	40 credits at Level 1 in Joint subject	40	
	40 credits at Level 1 in another subject	40	
2	Philosophy 2M	20	Diploma of Higher Education (240 credits)
	Philosophy 2K	20	
	40 credits at Level 2 in Joint subject	40	
	40 credits at Level 1 or Level 2 in another subject	40	
Junior Honours	3 Honours option courses drawn from those offered in that session (20 credits each)	60	MA (General) 360 credits
	60 credits in Joint Honours subject	60	
Senior Honours	Either: Dissertation (PHIL4006P)	20	MA with Honours 480 credits
	Or: Dissertation (PHIL4007P)	20	
	2 Honours option courses drawn from those offered in that session (20 credits each)	40	
	Or: 60 credits from Honours option courses drawn from those offered in that session (in this case, the student must do a dissertation in their other joint subject)	60	
	60 credits in Joint Honours subject	60	

Features

To be admitted to Honours study you must satisfy subject and College of Arts requirements and obtain an average grade of C3 or above for Philosophy 2M and Philosophy 2K at the first sitting with neither course obtaining a grade below D3.

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progress
- (c) Early exit awards
- (d) Entry to Honours (For undergraduate programmes, where appropriate)

<http://www.gla.ac.uk/services/senateoffice/policies/calendar/>

13. Programme Accredited By:

Not applicable

14. Location(s):

Glasgow

15. College:

College of Arts

16. Lead School/Institute:

Humanities [REG10300000]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:

The relevant QAA Benchmarking statement is available at https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-philosophy-15.pdf?sfvrsn=6294f781_12

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such LEADS (www.gla.ac.uk/myglasgow/leads/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

24. Online Learning:

No

25. Date of approval:	11/04/2019
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